

# Board self-evaluation



## Balanced Governance: Evidence-based standards of performance

*(T. Alsbury, Balanced Governance School Board Self-Assessment)*

Standard	Description	What it Looks Like
<b>1. Vision-directed planning</b>	Engage staff and community in development of a shared vision focused on student learning	Vision is clear, shared, and student-focused. All decisions connect to long-term goals. Board regularly monitors progress.
<b>2. Community engagement</b>	Recognize that all members of the community are invested partners. Support collaborative relationships.	Board actively listens to diverse voices. Feedback influences decisions. Engagement is ongoing, not one-time.
<b>3. Effective leadership</b>	Establish focus, direction, and expectations that foster student learning. Align authority and responsibility so decisions can be made at the most local level.	Board focuses on student outcomes, respects roles, and holds itself accountable to agreements.
<b>4. Accountability</b>	High expectations for the learning of every student and holds the school accountable for reaching those results. Policy and resources align with the strategic vision and goals.	Goals are measurable and monitored. Data is used to ask questions, adjust direction, and ensure progress.

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Standard	Description	What it Looks Like
<b>5. Using data for continuous improvement</b>	Use meaningful, quality data from multiple sources to set priorities and monitor improvement and progress.	Board uses clear, relevant data to guide decisions and evaluate program impact.
<b>6. Cultural responsiveness</b>	Recognize cultural diversity in many facets: race, gender, geographic, sexual orientation, gender identification, socioeconomic, students with special needs. Reduce and eliminate barriers to access for all students. Apply diverse perspectives to policy and program approvals.	Equity lens is applied to decisions. Board reviews disaggregated data and elevates underrepresented voices.
<b>7. Culture and climate</b>	Create a climate of expectations that all students can learn. Support policies and procedures that foster a positive and safe learning environment. Model professional and respectful relationships.	Board models respect, recognizes success, and ensures a safe, inclusive environment for all.
<b>8. Learning organization</b>	Ensure the district functions as a self-renewing professional community that supports reflection, discovery, improvement, and success at all levels. Encourage professional development and nurture leadership capabilities across the organization.	Board supports staff learning and uses reflection to guide continuous improvement.

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<b>9. Systems thinking</b>	Practice an integrated view of education within and across systems and levels. Seek out collaborative local, state, and national partnerships, coordinated programs, and shared resource models to improve student experience.	Board considers long-term impact and cross-department effects of decisions.
<b>10. Innovation and creativity</b>	Encourage innovation and creativity as assets to development of positive change leading to new types of thinking.	Board supports new ideas with clear goals and reviews impact before expanding.
<b>11. Board member conduct, ethics, and relationship with the director</b>	Have a clear, mutual understanding of the respective roles and responsibilities of the board and superintendent.	Roles are clear. Communication is respectful, timely, and follows agreed protocols.
<b>12. Budgeting and financial accountability</b>	Align the strategic goals of the district to budget priorities and ensure the school is fiscally sound. Allocate resources based on student needs, school policy, and strategic initiatives and priorities.	Budget aligns with board priorities. Spending is tracked, transparent, and student-focused.

# Process and outcomes

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- Individual responses based on Balanced Governance standards
- Consultant compiles report and analysis
- Look at:
  - Overall strengths
  - Overall areas of improvement
  - Specific strengths
  - Specific areas of improvement
  - Areas of incongruence
- Goal-setting